

University of Wisconsin-River Falls  
Modern Language Department  
**BEGINNING JAPANESE II (4 credits)**  
Prerequisite: JAPN101  
JAPN 101-30 (2874) / JAPN 101-32 (2875)  
Syllabus Spring 2022



## WHO



**Magara Maeda**

[magara.maeda@uwrf.edu](mailto:magara.maeda@uwrf.edu)

(715) 425-3896

Office: KFA 288C

**Virtual Office Hours** on [Zoom](#)

Meeting ID: 2264603683

*MTWR @ 1:00-2:00 pm, and by  
appointment*

## WHAT, When, Where

JAPN 102-30

UWRF @ DL103 / UWSP @ CCC124

Facilitator: *Natsumi Iwamoto*

[niwamog9@uwsp.edu](mailto:niwamog9@uwsp.edu)

UWSP Contact: **Karin Hyler**, [khyler@uwsp.edu](mailto:khyler@uwsp.edu)

(715) 346-3036

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JAPN 102-32

UWRF @ DL103 / UW-L @ Wing104

Facilitator: *TBA*

UW-L Contact: **Judy King**, [jking@uwlax.edu](mailto:jking@uwlax.edu)

(608) 785-8324

## HOW

### Blended Course

Mondays & Wednesdays:

**In-person Class**

Tuesdays & Thursdays:

**Asynchronous Online Canvas  
Module**

**Plan 50 MINUTES to complete!**

- Grammar lesson video
- Concept check quiz
- Assignments

### Required Material: Textbook

Genki Vol. 1 – An Integrated Course in Elementary Japanese [3<sup>rd</sup> Edition] (2020).

### Optional Material: Workbook

Genki Vol. 1 – An Integrated Course in Elementary Japanese [3<sup>rd</sup> Edition] (2020).

### Final Exam: [STAMP 4s](#)

- UWRF 102-30, Monday, May 9 @ 1:00 p.m. - 3:00 p.m.
- UWRF 102-30, Thursday, May 12 @ 10:15 a.m. - 12:15 p.m.

### Grading Scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	≤59



## MAIN GOAL

Develop intercultural communicative competence & novice-high level language proficiency in all modes of communication:

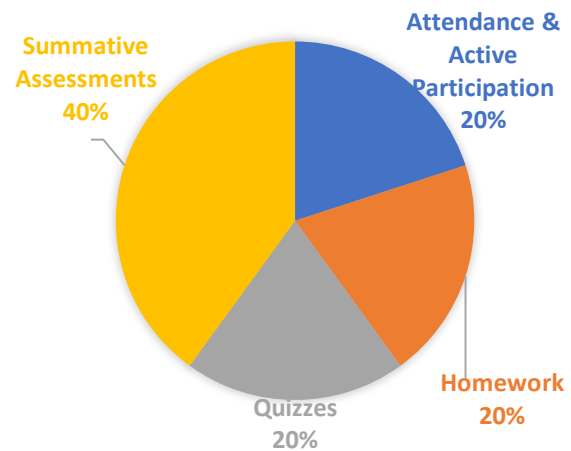
- ✓ **Interpretive:** listening/reading
- ✓ **Interpersonal:** speaking
- ✓ **Presentational:** speaking/writing



### To do this ...

- ✓ Maintain regular communication w/ instructor
  - ✓ Spend 30 minutes a day, 7 days a week practicing
  - ✓ Check Canvas everyday
  - ✓ Attend in-person class. Due to the cumulative nature of language learning, it is very difficult to catch up in this class. It is your responsibility to make up for what you missed from your absence.
  - ✓ Keep up with coursework
  - ✓ Prepare and make a good effort
  - ✓ **Have fun, make mistakes, and ask questions!**
  - ✓ Use Japanese as much as possible
  - ✓ Get help if you need it as soon as possible
- C- or higher grade is recommended to continue to JAPN201!
- **No incomplete grades except in extenuating circumstances beyond a student's control!**

## GRADE BREAKDOWN



- ✓ **Attendance & Active Participation** grade is based on preparation, attendance, participating fully in activities, and effort.
- ✓ **Homework:** Canvas online assignments
- ✓ **Quizzes:** Kanji, Vocabulary, Grammar concept check on Canvas
- ✓ **Summative Assessment for Each Lesson** includes the following all modes of communication assessment: Interpretive, Interpersonal, Presentational. **\*Final Exam** will be also included in the Summative Assessment grade.
- ✓ **Late Assignments/Quizzes = 0 points!**
- ✓ **Make-up quizzes and tests are not given EXCEPT for sickness and official activities.**
- ✓ It is your responsibility to notify your instructor and arrange a make-up in advance. In case of illness or emergency, please contact the instructor as soon as possible.

**\*Final Exam:** As Japanese 102/202 represents the end of the 100- and 200-level language course sequence, the final exam for the course will be a **proficiency-based assessment** called the [STAMP 4.5](#). This online assessment will be administered on each campus during the regularly scheduled final exam period in either an official language lab (e.g., the MODL lab in KFA 284 at UWRF) or other designated room with technology accommodations. This proctored exam will identify your listening, speaking, reading, and writing skills on the [ACTFL proficiency scale](#). You will receive full credit for the final exam regardless of proficiency outcome as long as you put forth a sincere effort and complete the assessment in its entirety. (Note: If you are uncomfortable using a language lab computer and/or headset due to Covid concerns, please let your instructor know as soon as possible.)

**A great opportunity!** Students are expected to achieve at least a **Novice-High proficiency level** in the four skills by the **end of Japanese 102**. Some students may, however, exceed this benchmark on the final exam. If you score at an **Intermediate-Mid or higher level**, you can receive the [Global Seal of Bilingualism](#). This is an internationally recognized credential that provides a badge for your LinkedIn profile, and you can add it to future resumes and graduate school applications to showcase your Japanese language abilities!

**More Japanese!**

*Language proficiency develops through language use.*

**Less lecturing!**  
*A student-centered, interactive classroom*

**Collaboration and cooperation!**  
*Group and pair work, conversation practice*

<b>COURSE OBJECTIVES:</b> After this course students will be able to ...	1.	Speak about subjects in your field of personal and/or professional interest and respond to audience questions (reinforced). <ul style="list-style-type: none"> <li>• Cultural Norm: Rules &amp; regulations</li> <li>• Family &amp; Identity</li> <li>• Different Language Style: Formal vs Informal</li> <li>• Travel</li> </ul>
	2.	Accurately narrate and describe in the past, present and future time frames (reinforced).
	3.	Interact with respect and cultural sensitivity in a variety of informal and formal situations (reinforced).
	4.	Discuss and compare beliefs, attitudes, patterns of behavior and interaction between target culture(s) and their own (reinforced).
	5.	Deliver presentations clearly and effectively.
	6.	Effectively construct and incorporate visual aids (e.g., handouts, charts, technologies, etc.) to support ideas in presentation.
	7.	Listen critically to communications of others and summarize and evaluate other's ideas.
	8.	Recognize, read, and write texts containing limited number of Chinese characters ( <i>kanji</i> ).
	9.	Demonstrate intercultural communicative competence and proficiency in all modes of communication (Interpretive: listening/reading, Interpersonal, Presentational: speaking/writing ) at a <b>Novice-High/Intermediate-Low level</b> , as defined by the <a href="#">NSCSSL- ACTFL (American Council on the Teaching of Foreign Languages) Can-do Statements Proficiency Benchmarks</a>

**Intellectual Property:** The sharing of any course materials from this class with external parties (people not enrolled in the course) is prohibited. Exception: If you wish to share any of the course materials in this class with someone not enrolled in the course, you must gain express written permission from the instructor, and that permission will only allow for personal study use. It will expressly deny permission to distribute or circulate or sell course materials for any other purpose. Students in violation of this policy are subject to disciplinary action and will be referred to the appropriate institutional office.

# Tentative Course Calendar

(Abbreviation: CC=Concept Check Quiz, WB=Workbook)

WEEK/CONTENT	SUMMATIVE ASSESSMENTS	QUIZZES/ ASSIGNMENTS
<b>1</b> 1/24-27 <b>Review / Orientation</b>		<ul style="list-style-type: none"> <li>- Syllabus Quiz</li> <li>- Self-introduction</li> <li>- My winter break</li> </ul>
<b>2</b> 1/31-2/3 <b>Lesson 6</b>		<ul style="list-style-type: none"> <li>- CC</li> <li>- L6 Vocabulary Quiz</li> <li>- Culture: せつぶん CC</li> </ul>
<b>3</b> 2/7-10 <b>Lesson 6</b>		<ul style="list-style-type: none"> <li>- CC</li> <li>- L6 Kanji Quiz</li> <li>- Flipgrid: Housemate Wanted Video</li> </ul>
<b>4</b> 2/14-17 <b>Lesson 6 / Lesson 7</b>	L6 Summative Assessment Interpretive: - Listening (WB Listening p. 68) - Reading (Textbook RW p. 321) Presentational: -Speaking (Flipgrid: Housemate Wanted Video) -Writing (Textbook RW p. 323)	<ul style="list-style-type: none"> <li>- CC</li> <li>- L7 Vocabulary Quiz</li> <li>- L6 WB Kanji</li> </ul>
<b>5</b> 2/21-24 <b>Lesson 7</b>		<ul style="list-style-type: none"> <li>- CC</li> <li>- L7 Kanji Quiz</li> <li>- Flipgrid: My Family Video</li> </ul>
<b>6</b> 2/28-3/3 <b>Lesson 7</b>	L7 Summative Assessment: Interpretive: -Listening (WB Listening p. 77) -Reading (Textbook RW p. 327) Presentational: -Speaking (Fipgrid: My family video) -Writing (Textbook RW p. 328)	<ul style="list-style-type: none"> <li>- Culture:ひなまつり CC</li> <li>- L7 WB Kanji</li> </ul>
<b>7</b> 3/7-3/10 <b>Lesson 8</b>	<ul style="list-style-type: none"> <li>- UWSP: L6 &amp; L7 Oral Test</li> </ul>	<ul style="list-style-type: none"> <li>- CC</li> <li>- L8 Vocabulary Quiz</li> </ul>
<b>8</b> 3/14-17 <b>UWRF/UW-L Spring Break</b>		
<b>9</b> 3/21-24 <b>UWSP Spring Break</b>	<ul style="list-style-type: none"> <li>- UWRF/UW-L: L6 &amp; L7 Oral Test</li> </ul>	
<b>10</b> 3/28-31 <b>Lesson 8</b>		<ul style="list-style-type: none"> <li>- CC</li> <li>- L8 Kanji Quiz</li> <li>- L8 WB Kanji</li> </ul>

<p><b>11</b> 4/4-7 <b>Lesson 8 / Lesson 9</b></p>	<p>L8 Summative Assessment Interpretive: - Listening (WB p.86) - Reading (Textbook RW p. 332) Presentational: - Speaking (Flipgrid: Two truths &amp; a lie video)</p>	<p>- Culture:花見 CC</p>
<p><b>12</b> 4/11-14 <b>Lesson 9</b></p>		<p>- CC - L9 Vocabulary Quiz - L9 Kanji Quiz - L9 WB Kanji</p>
<p><b>13</b> 4/18-21 <b>Lesson 10</b></p>	<p>L9 Summative Assessment Interpretive: - Listening (WB p.95) - Reading (Textbook RW p. 336-338) Presentational: - Writing (Textbook RW p. 339)</p>	<p>- CC - L10 Vocabulary Quiz</p>
<p><b>14</b> 4/25-28 <b>Lesson 10</b></p>		<p>- CC - L10 Kanji Quiz</p>
<p><b>15</b> 5/2-5 <b>Lesson 10</b></p>	<p>L10 Summative Assessment Interpretive: - Listening (WB p.103) - Reading (Textbook RW p. 343)</p>	<p>- Culture:子どもの日 CC - L10 WB Kanji</p>
<p><b>Final Exam</b> 5/9-13</p>	<p><b>Proficiency-based assessment:</b> <a href="#">STAMP 4S</a></p>	

**TENTATIVE & SUBJECT TO CHANGE** –The instructor retains the ability to modify aspects of the class in order to meet course objectives and to respond to student needs and interests, as long as such modifications are consistent with both the official course specifications and any written departmental expectations (i.e. approved formally by the department), and that they are communicated to students in a timely manner. **Refer to Canvas for updated/detailed day-by-day class information.**

### Campus policy statements

**COVID Policy:** UWRF requires all individuals to wear a face covering in all indoor public spaces on campus where physical distancing of six (6) feet is not possible ([see policy](#)). Students that do not follow this [policy](#) may be asked to leave the classroom. Students requesting a reasonable accommodation to this [policy](#) due to disability, should contact [Ability Services](#). Find more information [here](#). Students with an approved reasonable accommodation will receive an approved accommodation form from [Ability Services](#) and must present that upon request to the instructor.

**Religious Observances:** The University of Wisconsin-River Falls, in concert with University of Wisconsin System Policy, promotes a commitment to the individual needs of students by reducing attendance conflicts between education requirements and the exercise of religious beliefs. University of Wisconsin-River Falls specific guidelines are as follows

1. Students with a legitimate conflict between an academic requirement and a religious observance must be given an alternative means of meeting the academic requirement. Individuals must notify the instructor within the first three weeks of the class (or earlier if the religious observance comes sooner), of the specific days or dates on which they will request relief.

2. Mandatory academic requirements should not be scheduled on days when an acknowledged religious observance causes students to be absent from scheduled functions. The claim of a religious function should be accepted. However, the instructor may set reasonable limits on the total number of days claimed by any one student.

3. Student grades should not be affected because the individuals are absent from class due to a legitimate conflict with a religious observance (this includes attendance requirements).

**Inclusivity, Respect, and Ability/Disability Expectations:** UWRF promotes safe, respectful, inclusive, and effective learning environments that protect the rights and support the interests of both students and faculty. For additional information regarding our inclusivity expectations, academic accommodations, academic conduct expectations and processes, and other syllabi information, consult <http://go.uwrf.edu/Syllabi>

**Academic Integrity:** UWS Chapter 14 is the chapter of the University of Wisconsin System Administrative code that regulates academic misconduct for all campuses in the UW System and outlines the process by which the code is adjudicated. UWS 14.03 defines academic misconduct as follows:

Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

Examples include but are not limited to:

- Cutting and pasting text from the web without quotation marks or proper citation
- Paraphrasing from the web without crediting the source;
- Using notes or a programmable calculator in an exam when such use is not allowed;
- Using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials;
- Changing or creating data in a lab experiment;
- Altering a transcript;
- Signing another person's name to an attendance sheet;
- Hiding a book knowing that another student needs it to prepare an assignment;
- Collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

If you are suspected of misconduct, you may have questions and concerns about the process. If so, you should feel free to call the Office of Student Conduct & Community Standards at 715-425-4844, send an email, and/or consult its website for additional information.